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ABSTRACT

This report presents findings of the evaluation by the New York City public school system's Office of Research, Evaluation, and Assessment of three programs (Summer E.S.L. Welcome Plus, Summer Bilingual, and Project Omega) for immigrant students. The Summer E.S.L. (English as a Second Language) Welcome Plus program operated at 19 sites in New York City, serving 1,372 ninth grade students of limited English proficiency (LEP) entering high school for the first time. The program focused on the high school experience, orienting students and providing a multicultural education component. The Summer Bilingual Program has completed its seventh year, operating at 28 sites and providing services to 4,122 students in grades 9 through 12. Most participants were native speakers of Spanish, Chinese, or Haitian. Other participants were speakers of English from the Caribbean who were making up courses they had failed during the school year or who were accelerating their studies. They received full academic credit for courses they passed. Project Omega focused on staff training and developing materials for English-Creole-speaking students, most of whom were recent immigrants. Evaluation indicates that all three programs met their instructional, materials development, and staff development objectives. Recommendations are made for improvement and the continuation of each. A table compares the three programs. (SLD)

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OREA Report

EMERGENCY IMMIGRATION EDUCATION ACT PROGRAM
Summer E.S.L. Welcome Plus Program for
Students of Limited English Proficiency (LEP),
Summer Bilingual Program,
and Project Omega

Summer 1993

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TABLE OF CONTENTS

		<u>PAGE</u>
I.	INTRODUCTION	1
	Objectives	4
II.	STAFFING	7
III.	IMPLEMENTATION	9
IV.	ACCOMPLISHMENTS	11
	Summer E.S.L. Welcome Plus program	11
	Summer Bilingual program	14
	Project Omega	18
V.	RECOMMENDATIONS	19

LIST OF TABLES

		<u>PAGE</u>
TABLE 1	Sites by Borough and Program	3

I. INTRODUCTION

This report represents the findings of the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the 1993 Summer E.S.L. Welcome Plus for Students of limited English proficiency (LEP), the 1993 Summer Bilingual program, and the summer 1993 staff and materials development efforts of Project Omega. The Emergency Immigration Education Act (E.I.E.A.) provided the funding for each of these programs, which served a total of 5,494 students.

The E.S.L. Welcome Plus and Summer Bilingual programs recruited participants through announcements at feeder schools, referrals from guidance counselors and teachers, and parental requests. Student placement in course level was determined by test results, interviews, school records, and referrals. Project Omega served students only during the regular school year.

The **Summer E.S.L. Welcome Plus** program completed its ninth year and operated at 18 sites in Manhattan, the Bronx, Brooklyn, Queens, and Staten Island (see Table 1). The program served 1,372 ninth grade LEP students entering high school for the first time. A majority of the participants were recent immigrants to the United States.

The program focused on the high school experience, placing emphasis on the students' rights and responsibilities, parental involvement, developing academic proficiencies, enhancing instructional programs, providing support services, and reinforcing schoolwide activities. A multicultural education component was incorporated. Upon successful completion of the course, the participants were issued one miscellaneous elective credit.

The **Summer Bilingual** program completed its seventh year of service and operated at 28 sites in Manhattan, the Bronx, Brooklyn, and Queens (see Table 1). The program provided services to 4,122 ninth through twelfth grade LEP students enrolled in English as a second language (E.S.L.) and bilingual content area courses required for high school graduation.

Most of the participating students were native speakers of Spanish, Chinese or Haitian, or were speakers of English from the Caribbean. Participating students wanted to make up courses they had failed during the school year or wished to accelerate their studies. They received full academic credit for the courses they passed. Some of the participants were high school seniors who required no more than three classes to graduate by August 1993.

Project Omega completed its sixth year of operation and served more than 300 students at a total of ten sites this year. (See Table 1.) The program previously operated only in Brooklyn but was expanded to serve Queens and the Bronx during summer 1993. The summer project focused on staff training and on developing curriculum materials for English-Creole-speaking students. Most of the participating students were recent immigrants from the Caribbean.

TABLE 1
Sites by Borough and Program

Borough	High School	SUMMER E.S.L. WELCOME PLUS	SUMMER BILINGUAL	PROJECT OMEGA
Manhattan	George Washington	X	X	
	Liberty	X		
	Martin Luther King, Jr.	X	X	
	Seward Park	X	X	
Bronx	John F. Kennedy	X	X	
	South Bronx	X	X	
	Theodore Roosevelt	X	X	
	William H. Taft		X	
	Harry S. Truman			X
	Christopher Columbus			X
	Evander Childs			X
Brooklyn	A. Lincoln		X	
	Bushwick	X	X	
	Eastern District	X	X	
	Edward R. Murrow	X	X	
	Erasmus Hall			
	Ft. Hamilton		X	
	Franklin D. Roosevelt	X	X	
	George Wingate	X	X	X
	John Dewey		X	
	Lafayette		X	
	New Utrecht		X	
	Prospect Heights	X	X	X
	Samuel J. Tilden			X
	Sheepshead Bay		X	
	Thomas Jefferson		X	
Queens	Aviation		X	
	Flushing	X	X	
	Forest Hills		X	
	Grover Cleveland		X	
	Hillcrest			X
	Jamaica			X
	John Adams		X	X
	John Bowne		X	
	Richmond Hill			X
	Springfield Gardens	X		
	William C. Bryant	X	X	
	Newtown	X	X	
Staten Island	Curtis	X		

OBJECTIVES

The objectives for the **Summer E.S.L. Welcome Plus Program** were

Instructional

- By the conclusion of the E.I.E.A. program, August 1993, 60 percent of the participating students will achieve passing grades in their E.S.L. subject classes as determined by a review of program records.
- At least one bilingual education assistant will be assigned to every Summer E.S.L. Welcome Plus site funded by E.I.E.A. so that students can benefit from the reinforcing and modeling activities provided, thus supporting and enhancing the basic instructional program.

Materials Development

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course sequences for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.
- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

Staff Development

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1993 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

Guidance Services

- All students participating in the E.I.E.A. 1993 summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

Parent Participation

- Parent Support Centers will be created at a minimum of four sites having significant concentrations of E.I.E.A. immigrant populations.

The objectives for **Summer Bilingual** program were:

Instructional

- By the conclusion of the E.I.E.A. program, August 1993, 60 percent of the participating students will achieve passing grades in their bilingual content area subjects.

Materials Development

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course sequences for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.
- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

Staff Development

- By the conclusion of the staff training period, (May 1993), 90 percent of participating staff will demonstrate, as a result of participation in the Math staff development workshops, a statistically significant level of satisfaction with the content, focus, mode of materials and techniques explained and modeled, as measured by response of participants on a Staff Reaction Questionnaire developed by OREA, for which the level of success will be measured by Likert Scale scores moving in the positive direction toward the score range of 4-5 out of a total score interval of 1-5.
- By the conclusion of the staff training period, at least two teams of participants will have developed documentation (videotape, student/teacher materials, etc.) to indicate experimental efforts to implement strategies advocated. Level of success will be the availability of such documentation according to determined time lines.
- As a result of participating in an Intercultural/Language Institute, 80 percent of participants will indicate favorable responses to the training as measured by a Likert-type satisfaction questionnaire.
- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1993 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

Guidance Services

- All students participating in the E.I.E.A. 1993 summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

The objectives for **Project Omega** were:

Staff Development

- Seventy percent of the staff participating in the Project Omega English-Creole programs, during 1992-93 school year, will rate the coordinator/advocate activities favorably as measured by a Likert-type Staff Satisfaction Questionnaire.

Materials Development

- By the end of August 1993, English-Creole curriculum resource writers, supervised by the Brooklyn and Queens High School Superintendency, will have produced English-Creole teacher resource materials and/or English-Creole transitional classroom instruction packets, which will be available for review and dissemination, and subjected to a content analysis.

II. STAFFING

The Summer E.S.L. Welcome Plus project had 78 teachers, 15 guidance counselors, and 18 site supervisors. Of those teachers for whom OREA had data, 31 held licenses appropriate to the classes they taught. The Summer Bilingual program had 48 teachers and used the same guidance counselors as did the Summer E.S.L. Welcome Plus project. A majority of the staff working with project students were bilingual in the students' native languages. The guidance counselors worked with students individually and in groups.

The E.I.E.A. programs had five parent centers at different sites and each was staffed by at least one center supervisor. The parent center supervisor assisted in the dissemination of information to project parents. They conducted parental involvement activities and provided parent counseling. In addition, the supervisor managed the parent centers.

Project Omega had six staff/curriculum developers working during the summer. The specialists modified, adapted, and developed curricula to meet the needs of the English-Creole-speaking population.

OREA developed and disseminated a questionnaire to assess participating teachers' satisfaction with the programs. A majority of the teachers reported overall satisfaction with the summer programs. Program strengths included an opportunity for year-round E.S.L. instruction for LEP students without interruption during the summer, the possibility of academic advancement in content area subjects because of the instruction in the students' native languages, and the excellent curriculum

guides and materials. One program weakness was the shortage of books and supplies. Moreover, the materials that were available were not distributed in a timely manner. Further suggestions from participating staff for improving the summer programs included integration of field trips into the curriculum, establishing a mentor or peer-tutoring program, and a longer break between classes for the students.

III. IMPLEMENTATION

The **Summer E.S.L. Welcome Plus** program served students who had recently arrived in the U.S. and were entering high school for the first time. It offered students an Orientation to High School course which focused on developing coping strategies and skills necessary to integrate into the school system. Students also participated in a beginner E.S.L. course to promote the acquisition of English language skills.

The project supplied students with such support services as guidance counseling in the students' native language, bilingual paraprofessionals in the classrooms, and school and cultural orientation activities.

The **Summer Bilingual Program** operated in conjunction with the regular English language summer 1993 session at each site. The project targeted high schools with a large population of recent immigrants and LEP students. The project's main goal was to provide eligible students with access to a wide spectrum of instructional sequences through bilingual curricular methodology. Courses were available in the major content areas (mathematics, science, and social studies) at levels and sequences appropriate to students' needs.

The project offered ninth through twelfth grade LEP students courses in E.S.L., native language arts (N.L.A.), and bilingual content area classes required for high school graduation at all of the participating sites. Content area classes were taught bilingually in Spanish or Chinese and in English-Creole. Students attended one to three 90-minute class periods daily. In addition, participating students received various support services such as counseling, peer tutoring, and career advisement.

Project Omega employed six staff developers who developed instructional materials for content area instruction for English-Creole-speaking students, the project's target population during the regular school year. The project staff developers addressed the linguistic and cultural needs of immigrant English-Creole-speaking students.

IV. ACCOMPLISHMENTS

SUMMER E.S.L. WELCOME PLUS

Instructional

- By the conclusion of the E.I.E.A. program, August 1993, 60 percent of the participating students will achieve passing grades in their E.S.L. subject classes as determined by a review of program records.

Participating students were enrolled in E.S.L. and Orientation to High School classes. Each site offered a number of E.S.L. classes at all levels according to student need. Students attended one to three 90-minute periods of classes daily.

Of the 1,372 students enrolled in Summer Welcome Plus, 1,095 (79.8 percent) passed their courses.

The program met its instructional objective for E.S.L. instruction.

- At least one bilingual education assistant will be assigned to every Summer E.S.L. Welcome Plus site funded by E.I.E.A. so that students can benefit from the reinforcing and modeling activities provided, thus supporting and enhancing the basic instructional program.

At each of the Summer E.S.L. Welcome Plus sites there was at least one educational assistant (paraprofessional).

The program met its instructional objective for the assignment of educational assistants.

Materials Development

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course outlines for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

E.I.E.A. funded-staff developed uniform final examinations and course outlines for summer school classes. Program staff developed several course outlines in

E.S.L. The materials they developed were available for review and dissemination.

The program met its materials development objective for the development of uniform final examinations.

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

Resource/supplementary E.S.L. materials were developed and made available

The program met its materials development objective for the development of resource/supplementary E.S.L. materials.

Staff Development

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1993 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

The staff development specialists sought to improve E.S.L. and content areas teaching skills and broaden the use of techniques and methodologies of participating teachers. Various teaching methodologies and new theories were presented and demonstrated. For the evaluation of this objective, OREA developed and distributed a Likert-type Staff Satisfaction Questionnaire. OREA received 195 completed questionnaires. Of these, 156 (80 percent), indicated satisfaction with the technical assistance provided by the staff developers.

The program met its staff development objective for satisfaction with the assistance provided by the staff developers.

Guidance Services

- All students participating in the E.I.E.A. 1993 summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

For the evaluation of this objective, OREA developed and distributed a questionnaire to all the participating guidance counselors at all sites. OREA received nine completed questionnaires. The guidance counselors reported that they had met with all of the summer school students who attended classes regularly. The only students with whom they did not meet were those who had failed to return to school after the first week.

The program met its objective for guidance services.

Parent Participation

- Parent Support Centers will be created at a minimum of four sites having significant concentrations of E.I.E.A. immigrant populations.

In the summer 1992 session, the program had four centers in place. The programs' parent centers increased to five in the summer 1993 session. The following high schools housed parent centers: George Washington, Seward Park, Theodore Roosevelt, Prospect Heights, and Newtown.

The parent center directors reported that the centers were very successful and a necessity for the program parents. Attendance was high and parents took great interest in all activities and courses. The parents regularly attended classes covering lessons on E.S.L., general education diploma (G.E.D.) preparation, and citizenship preparation.

The program met its objective for parent centers.

SUMMER BILINGUAL PROGRAM

Instructional

- By the conclusion of the E.I.E.A. program, August 1993, 60 percent of the participating students will achieve passing grades in their E S L. subject classes as determined by a review of program records.

Of the 2,039 enrolled in E.S.L. classes in the Summer Bilingual program, 1,545 (75.7 percent) passed their courses.

The program met its instructional objective for E.S.L. instruction.

- By the conclusion of the E.I.E.A. program, August 1993, 60 percent of the participating students will achieve passing grades in their bilingual content area subjects.

The Summer Bilingual program offered participating students bilingual content area classes including mathematics, social studies, and science. Of the 2,083 students enrolled in bilingual content area classes, 1,649 (79.2 percent) received passing grades.

The program met its instructional objective for bilingual content area instruction.

Materials Development

- E.I.E.A. funded staff will revise uniform final exams and/or develop E.S.L. course outlines for summer school in E.S.L., as assessed by the availability of the materials for review and dissemination.

E.I.E.A. funded staff-developed uniform final examinations and course outlines for summer school classes. Program staff developed at least one instructional sequence. The materials they developed were available for review and dissemination.

The program met its materials development objective for the development of uniform final examinations.

- A materials development committee will develop resource/supplementary materials for use in the E.S.L. course sequences as assessed by the availability of materials for review and dissemination, at the conclusion of the funding period.

Resource/supplementary E.S.L. materials were developed and made available.

The program met its materials development objective for the development of resource/supplementary E.S.L. materials.

Staff Development

- By the conclusion of the staff training period (May 1993), 90 percent of participating staff will demonstrate, as a result of participation in the Math staff development workshops, a statistically significant level of satisfaction with the content, focus, mode of materials and techniques explained and modeled, as measured by response of participants on a Staff Reaction Questionnaire developed by OREA, for which the level of success will be measured by Likert Scale scores moving in the positive direction toward the score range of 4-5 out of a total score interval of 1-5.

Of the 82 teachers who responded to the questionnaire, 90 percent indicated satisfaction with the training. The teachers gave a rating of four or five (with five being the highest) on an OREA developed Likert-type questionnaire. Teachers reported that what they found the most useful was the presentation of the new approaches to teaching mathematics. Hands-on activities emphasizing a shift from didactic to experiential approaches were very popular among the teachers. Some participants reported that there were not sufficient opportunities to ask questions during the workshops.

The programs met its staff development objective for workshop satisfaction.

- By the conclusion of the staff training period, at least two teams of participants will have developed documentation (videotape, student/teacher materials, etc.) to indicate experimental efforts to implement strategies advocated. Level of success will be the availability of such documentation according to determined time lines.

Participating staff developed a number of materials/curricula using the various teaching strategies presented in the staff development workshops.

The program met its staff development objective for development of materials.

- As a result of participating in an Intercultural/Language Institute, 80 percent of participants will indicate favorable responses to the training as measured by a Likert-type satisfaction questionnaire.

The program provided several training sessions to the participating staff. The training sessions provided strategies for working with students of various cultures.

Although the Intercultural/Language Institute was not held, an Institute for counselors of LEP students was sponsored by the Office of High School Bilingual/E.S.L. Programs with the collaboration of the Multifunctional Resource Center (MRC), Division of Student Support Services, Division of Special Education, School of Education at St. John's University, and the Division of Bilingual Education.

The institute provided in-service education to guidance counselors for the purpose of improving counseling skills in the area of cross cultural counseling competencies to better meet the needs of program students.

There were 140 participants who took part in the institute. The project did not disseminate a staff satisfaction questionnaire, but the project director reported that over 80 percent of the participant expressed satisfaction with the presentations and activities.

The program met its staff development objective for satisfaction with training.

- Pursuant to technical assistance provided by staff developers assigned by the Office of High School Bilingual/E.S.L. Programs, during the 1993 summer high school session, 60 percent of participating staff will indicate satisfaction as measured by an instrument developed by OREA and administered at the conclusion of the service period.

The staff development specialists sought to improve E.S.L. and content areas teaching skills and broaden the use of techniques and methodologies of participating teachers. Various teaching methodologies and new theories were presented and demonstrated. For the evaluation of this objective, OREA developed and distributed a Likert-type Staff Satisfaction Questionnaire. OREA received 195 completed questionnaires. Of these, 156 (80 percent), indicated satisfaction with the technical assistance provided by the staff developers.

The program met its staff development objective for satisfaction with the assistance provided by the staff developers.

Guidance Services

- All students participating in the E.I.E.A. 1993 summer high school programs will meet with a bilingual guidance counselor during the summer session, as assessed by counselor records.

For the evaluation of this objective, OREA developed and distributed a questionnaire to all the participating guidance counselors at all sites. OREA received nine completed questionnaires. The guidance counselors reported that they had met with all of the summer school students who attended classes regularly. The only students with whom they did not meet were those who had failed to return to school after the first week.

The program met its objective for guidance services.

PROJECT OMEGA

Staff Development

- Seventy percent of the staff participating in Project Omega English-Creole programs, during 1992-93 school year, will rate the coordinator/advocate activities favorably as measured by a Likert-type Staff Satisfaction Questionnaire.

Staff development was a significant component of the program and provided participating teachers with instructional strategies. Staff development activities were designed and implemented with the intervention of district-wide coordinators. A Staff Satisfaction Questionnaire was not developed. The project director reported that a majority of the participants reported satisfaction with the activities.

OREA was unable to assess the objective for satisfaction with the coordinator/advocate activities since a satisfaction questionnaire was not developed.

Materials Development

- By the end of August 1993, English-Creole curriculum resource writers, supervised by the Brooklyn and Queens High School Superintendency, will have produced English-Creole teacher resource materials and/or English-Creole transitional classroom instruction packets, which will be available for review and dissemination, and subject to a content analysis.

The curriculum resource writers maintained an on-going development of culturally relevant and linguistically appropriate instructional materials across content areas for use in English-Creole course sequences.

Project Omega met its objective for materials development.

V. RECOMMENDATIONS

The recommendations based on this evaluation are the following:

- Make available for immediate use more materials, books, and supplies
- Incorporate a peer-tutoring/student mentor program as part of the project.
- Attempt to arrange field trips for acculturation and enrichment.